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ABSTRACT

The relationship between personal development and mastery of instructional skills in a preservice teacher education program was studied. The sample of 80 students were in elementary, early childhood, and special education programs. Questions posed were: (1) How well do the personal development instruments describe the students? (2) Are there relationships between personal development variables and instructional skill variables? and (3) Which students have extreme ratings of identity and anxiety, and how are these related to their self-ratings on instructional skill variables? The students varied widely on the three personal development variables of identity achievement, state anxiety, and trait anxiety. Personal development variables correlated consistently but moderately with each other, but the only personal development variable to correlate significantly with instructional skill was trait anxiety, and the only instructional skill to appear consistently in this relationship was classroom management. Students with high identity achievement and low anxieties usually began confidently, realized early success, and made great progress. Students with low identity achievement and high anxieties tended to be slow starters, lacking in confidence and the ability to control children, making progress in spurts rather than gradually, and succeeding only toward the end of student teaching. (Author/JD)

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PERSONAL DEVELOPMENT AND ITS RELATIONSHIP TO MASTERY OF INSTRUCTIONAL SKILLS BY STUDENTS IN ELEMENTARY, EARLY CHILDHOOD AND SPECIAL EDUCATION PROGRAMS

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ABSTRACT FOR ERIC

This study attempts to bridge the gap between two significant areas of learning and development in a pre-service teacher education program: personal development and mastery of instructional skills. The relationship between these two areas is explored by group analysis followed by more in-depth studies of four individual students. The assumption was that there is a pattern of personal development and behavior which influences each student to react uniquely to experiences with the qualities s/he brings to the situation.

The sample N of 80 included 71 female, 9 male, 42 elementary, 11 early childhood, and 27 special education. Data collected upon entry to the teacher certification program and at the end of student teaching were analyzed through descriptive statistics, analysis of variance and covariance, profile analysis, and single and multiple correlations.

The three research questions posed were:

1. How well do the personal development instruments describe our students?
2. Are there relationships between personal development variables and instructional skill variables?
3. Which students have extreme ratings (high/low) of identity and anxiety, and how are these related to their self ratings on instructional skill variables?

The personal development variables measured students well; students varied widely on the three personal development variables of identity achievement, state anxiety, and trait anxiety, individually, between program subgroups, and even within a fairly homogeneous program as early childhood. Personal development variables correlated consistently but moderately with each other, but the only personal development variable to correlate significantly with instructional skill was trait anxiety, and the only instructional skill to appear consistently in this relationship was classroom management.

Depth study of individual students with extreme personal development self-ratings reflected clear differences in their professional growth patterns. Students with high identity achievement and low anxieties usually began confidently, realized early success and made great progress. Students with low identity achievement and high anxieties tended to be slow starters, lacking in confidence and the ability to control children, making progress in spurts rather than gradually, and succeeding only toward the end of student teaching.

PERSONAL DEVELOPMENT AND ITS RELATIONSHIP TO MASTERY OF INSTRUCTIONAL SKILLS BY STUDENTS IN ELEMENTARY, EARLY CHILDHOOD AND SPECIAL EDUCATION PROGRAMS

This pilot study attempts to bridge the gap between two significant areas of learning and development in a pre-service teacher education program: personal development and mastery of instructional skills.

One of the inadequacies of the Competency Based Teacher Education movement was its failure to deal appropriately with the personal development factors related to professional growth. Although the University of Michigan Teacher Education Program has had for almost a decade a well-developed system of evaluating the instructional skills component of teaching "competency", there has also been a history of recognizing the importance of such constructs as identity-achievement, and state and trait anxiety in our students' professional maturation. The relationship between these two areas is explored in this study with group data analysis followed by more in-depth studies of four individual students.

Conceptual Framework

Those who educate teachers find it challenging to help students learn appropriate behaviors, make decisions and translate understandings into their own behavior with children. At the same time these skills must be developed in students who have a wide variety of characteristics. Teacher educators work with students who are as different as the children they in turn will teach. It is reasonable that the individuality of these students should be considered. In spite of this there has not been good research evidence for those who sought to identify teacher characteristics (e.g. attitudes, interests, abilities) that correlate

with student achievement and satisfaction. The "criterion of effectiveness" paradigm produced hundreds of studies and correlation coefficients (Getzels and Jackson, 1963). This study asks a slightly different question: How do personal characteristics affect the learning process for teachers in training?

Those who educate teachers still consider the experiences in training important, and, they cannot abandon the idea that the personal qualities a student brings to training may in part explain the outcome. So, in spite of years of study where little is known for certain about the nature of the relationship between teacher personality and teaching effectiveness (Zeichner, 1978), teacher educators are still faced with considering the qualities of a student. They must plan for, interact with and defend students, and personal qualities are a large part of this interaction.

Supporting this interest are those now studying what they consider the development of teachers. They consider the personal development of those in training and ways this development affects learning and point to ways teachers change in the profession.

Arthur Chickering (1980) who cited adult development as a major role for colleges and universities, noting that major changes in development occur during the college years (adolescence), argues that consideration of personal as well as academic growth is a major responsibility. Pointing to professional competence he states, "We know that most people are fired or shelved, not because they lack knowledge and skill to do a job, but, because they cannot function effectively with themselves or fellow workers." Almy (1975) points out that the personal development of

pre - and service teachers affects how a student utilizes training and the ways s/he proceeds through the profession.

There are certain characteristics that do correlate with definitions of effective teaching and general success. Among these are: higher creativity (Morgan and Woerdehoff, 1969), higher levels of cognitive development (Hunt and Joyce, 1967) and more advanced Ericksonian Ego Identity (Walters and Stevers, 1977). Ziechner (1978) notes that although as a whole the results are unclear, many of these studies utilize different definitions of teaching success, an issue that has long plagued research in this area.

The authors of this study are aware of the problems surrounding research relating to teacher characteristics, but, (a) they are impressed by the wide variation in individual differences of those they train, (b) they see that certain personal characteristics repeatedly cause students to succeed or to have problems and (c) they are impressed by the individuality of personal characteristics and committeed to individualized training. For these reasons, they have chosen to consider the relationships between two personal characteristics and the teaching competencies of undergraduates as they proceed through training. Their experience working with students and watching them move from prospective to experienced teachers encourages them to consider these qualities. They have concentrated on the relationship between personal characteristics in three dimensions; Identity Achievement and State and Trait Anxiety, and the student response to training.

Identity achievement may be considered important for those entering teaching as a profession. The process of rethinking, sorting and trying

out life roles and subsequent committment in areas of occupation and ideology, all parts of identity, must be completed as a student takes advantage of training and proceeds in a profession. Clear committment and motivation often are noted as important for those who succeed and stay in a profession. Their lack has been cited as reason for professional failure.

As noted earlier Walters and Stevers (1977) reported that they found a significant relationship between the classroom behavior of student teachers and the students' level of personal ego identity.

Personal impression (Simmons, 1973) indicates that identity scores increase gradually through high school and college years. A comparison of persons with low scores (scores which do not increase over time) with those of persons with high identity scores and similar experiences may give insights.

Anxiety both specific and general were chosen as variables because persons with high anxiety reaction to personal stress, especially in personal relationships may have problems in aspects of teaching and learning how to teach. A change over time in anxiety scores may reflect the many stresses which are part of teaching. For this reason teaching which constantly tests personal adequacy and involves continued interactions with children and co-workers may not be the best choice for persons with high anxiety.

Dutton (1962) who studied the student teaching performance of trainees with high and low levels of general anxiety found no significant differences between the two groups. And, Morse et. al. (1981) found specific teaching anxiety was negatively related to the development of a

good training relationship with the cooperating teacher, teaching competence and overall satisfaction with the experience.

This study is based on the assumption that there is a pattern of personal development and behavior which influences each student to react uniquely to experiences with the qualities s/he brings to the situation. We look at three personal variables (a) personal identity, (b) state anxiety and (c) trait anxiety to see how students who differ on these variables rate themselves in terms of teaching competencies at the beginning and end of training.

The three research questions which serve to focus the investigation are:

1. How well do the personal development instruments describe our students?
2. Are there relationships between personal development variables and instructional skill variables?
3. Which students have extreme ratings (high/low) of identity and anxiety, and how are these related to their self-ratings on instructional skill variables?

Research Design

Data Collection

All data reported here are student self-ratings. The personal development data are collected upon the student's entry into the certification program, usually the first smester of the Junior year. The Instructional Competency (Skill) data are collected three times: upon entry into the certification program, after pre student teaching, and after student teaching. For purposes of this study we excluded the midpoint instructional competency data.

Sample

The total sample population consisted of 80 cases; the criteria for inclusion were 1) complete data on file, and 2) student teaching completed within the past five semesters. Most of our students spend two years in the Literature, Science and Arts unit across campus, then transfer to the School of Education for two years in order to complete a B.A. degree and an Elementary Teaching Certificate. Some transfer from other universities and a few are post degree students. Selection procedures assured that they were capable academically, and personal experiences and references suggest that they were motivated to teach. Of the 80, 9 were male and 71 female, and there was a balanced distribution across all K-6 grade levels for student teaching placements.

To facilitate additional analyses we precoded the data by program affiliation: 42 students were in Elementary, 11 were in Early Childhood, and 27 were in Special Education.

Finally, we identified subgroups from the personal development data by rank ordering the T-scores for each of the three scales, Simmons Identity Achievement, State Anxiety and Trait Anxiety, and selecting the twenty highest and twenty lowest cases from each scale. Then we looked at all three such groupings and formed an "all three" pair of high and low subgroups. The All Three highest subgroup consisted of those cases which were found in the top twenty on the Simmons Identity scale and in the lowest twenty on both State and Trait Anxiety scales (N-5). The All Three lowest subgroup was comprised of those cases which were found in the lowest twenty on the Simmons Identity scale and in the highest twenty on both State and Trait Anxiety scales (N-9). Finally, four individual students, two with high identify and low anxiety, and two with low

identity and high anxiety were studied in depth by interviews with student teaching supervisors and reviews of performance evaluation records. (See Figure 1.)

Instruments

Instructional Competency. The instructional competency instrument is a student self-report which incudes 94 instructional skill items in eight groupings: planning, goals and objectives, evaluation, activities and content, materials and equipment, methods, classroom management, and "total". There are four dimensions to each item: How much do I know about it? How confident do I feel in using it? Have I demonstrated it in the classroom? Have I demonstrated it in another educational setting? Students are very honest and quite discriminating in the completion of this form, possibly because there are no grades attached. Teachers are somewhat less discriminating and tend to rate the students higher than they rate themselves. Students enjoy comparing their pre-mid-final forms and recognizing their progress. For purposes of this study we selected only the total score (representing 94 items) and three of the 8 groupings: Evaluation (18 items), Methods (28 items), and Classroom Management (14 items).

The Identity Achievement Scale (IAS Simmons). This instrument was developed as a modification of Marcia Ego Identity Incomplete Sentence Blank and replaces a time consuming interview with the purpose of creating a briefly administered, objectively scorable instrument. It is a quick, short inventory developed to assess identity achievement status.

SAMPLE POPULATION

TOTAL GROUP (N = 80)

SUBGROUPS

Programs		
Elementary		(N = 42)
Early Childhood		(N = 11)
Special Education		(N = 27)
Simmons Identity	High	(N = 20)
	Low	(N = 20)
State Anxiety	High	(N = 20)
	Low	(N = 20)
Trail Anxiety	High	(N = 20)
	Low	(N = 20)
"All 3" Scales**		
High ID-Low Anxiety		(N = 5)
Low ID-High Anxiety		(N = 9)

INDIVIDUAL STUDENTS

High ID-Low Anxiety I	"A"
High ID-Low Anxiety II	"B"
Low ID-High Anxiety III	"C"
Low ID-High Anxiety IV	"D"

* Midprogram data excluded from this phase of our research project.

** These are the students whose scores located them consistently in related subgroups on all 3 scales.

Figure 1. Sample Population

The single page test entitled Personal Preferences for Completing Sentences has incomplete sentences followed by two possible completions. The subject is told to select the completion which "expresses your true feelings." Scores range from zero(0) to twenty-four (24). The preliminary norms are based on a sample of 147 (69 males, 78 females) who were University freshmen.

State/Trait Anxiety Inventory (Speilberger, Gorusch and Lushere). This inventory is comprised of separate self report scales for measuring state and trait anxiety in normal and abnormal adolescents and adults. It is particularly useful with adolescents. The scale has been found useful in clinical work, as a means of screening anxiety prone college students, and for evaluating anxiety problems.

State Anxiety. The A State scale is a sensitive indicator of the level of transitory anxiety and measures changes in intensity due to counseling or other treatment. The qualities evaluated by "A State" involve feelings of tension, nervousness, worry and apprehension. It may reflect past experiences which cause a person to view the world in a particular way and respond with tension.

The cue words on the instrument are "how do you feel right now; at this moment?" A score represents the person's state at a particular moment in time NOW. It probably reflects that person's actual level of intensity at the time and may reflect immediate stress. This kind of anxiety may impact upon a teacher's performance especially in discipline, interactions with children, interactions with co-workers and in ability to organize the environment. Also it may be apparent when personal adequacy is threatened such as in handling groups. It may reflect a

stressful event which influences and affects teaching. For example, in personal matters such a divorce.

Trait Anxiety. The A Trait score is a stable one which reflects how a person generally feels. It reflects anxiety proneness. The cue words are "how do you GENERALLY feel?"

The high A Trait person may react with increased intensity to situations involving interpersonal relations when faced with a threat to self esteem, when experiencing failure and in situations where personal adequacy is evaluated. Both scores are useful to evaluate the extent to which students are troubled by anxiety. The scale may be used successfully to measure change in anxiety affected by training or counseling.

It has been suggested that a developmental index for use with students in teacher education may be useful for forming the basis for an individualized training plan.

Data Analysis

Research Question 1: How well do the personal development instruments describe our students?

Findings. Descriptive measures for the three personal development scales for the total group, program subgroups, and high and low identity-anxiety subgroups are summarized in Table 2. The total group had a mean of 61.150 on the Simmons Identity with a minimum of 33 and a maximum of 80. The total group mean on the State Anxiety was 48.025 with a minimum of30 and a maximum of 68. The total group mean on Trait Anxiety was 44.846 with a minimum of 28 and a maximum of 69, revealing quite a variance on all three scales. Program and Identy-anxiety subgroups displayed similar variance on all three scales. (See Table 1)

In paired comparisons of means on the three personal development variables for the eight high and low identy-anxiety subgroups, it becomes readily apparent that the high subgroups differ from the low subgroups not only on the particular personal development variable from whose data they were formed, but on the other two personal development variables as well. The statistical significance ranged from $p < .0000$ to $p < .0006$. (See Table 2 and Figure 2)

In paired comparisons of means on personal development variables, there were only two statistically significant differences between program subgroups. The Special Education subgroup rated themselves significantly lower than the Elementary subgroup on the Simmons identity variable, and demonstrated significantly higher Trait Anxiety then the Early Childhood subgroup. (See Table 3)

Conclusion. The personal development instruments, Simmons Identity Achievement, and State-Trait Anxiety, measured our students quite well. The data revealed considerable variation on all 3 scales for the total group, and significant differences between both program and identity-anxiety subgroups.

Research Question 2: Are there relationships between personal development variables and instructional skill variables?

Findings. Initially we studied the correlations of the personal development variables with each other. Generally, the students with high identity demonstrated low anxiety. The inverse correlation for the Simmons Identity with Trait Anxiety was moderate, about .4 for the total group, elementary and special education subgroups, but almost .7 for the early childhood subgroup. The picture for the Simmons Identity

TABLE 1

DESCRIPTIVE MEASURES FOR THREE PERSONAL DEVELOPMENT VARIABLES, TOTAL GROUP, PROGRAM SUBGROUPS, AND HIGH AND LOW IDENTITY-ANXIETY SUBGROUPS

VARIABLE	GROUP		N	MINIMUM	MAXIMUM	MEAN	S.D.
Personal Development							
8. Simmons Identity	Total		80	33.	80.	61.150	10.373
	Elem		42	36.	80.	63.690	9.8240
	E Ch		11	42.	73.	60.455	10.746
	Sp Ed		27	33.	73.	57.481	10.282
	Simmons	L	20	33.	55.	47.350	6.4667
		H	20	67.	80.	72.950	3.2683
	State	H	20	33.	73.	54.000	10.498
		L	20	51.	77.	65.950	7.9570
	Trait	H	20	36.	70.	55.200	10.040
		L	20	55.	77.	67.650	7.3647
	All 3	L	09	36.	55.	49.000	6.1237
		H	05	70.	77.	72.600	2.8810
9. State Anxiety	Total		80	30.	68.	48.025	9.6219
	Elem		42	30.	68.	48.143	9.3875
	E Ch		11	30.	55.	44.182	8.6234
	Sp Ed		27	33.	68.	49.407	10.270
	Simmons	L	20	30.	68.	55.450	10.107
		H	20	30.	56.	42.900	8.4598
	State	H	20	54.	68.	60.250	4.3875
		L	20	30.	41.	35.300	3.9350
	Trait	H	20	37.	68.	56.300	9.5922
		L	20	30.	56.	41.350	8.0084
	All 3	L	09	57	68.	63.333	3.8079
		H	05	30	41.	34.	4.1231
10. Trait Anxiety	Total		80	28.	69.	44.846	9.7342
	Elem		42	28.	69.	47.098	10.012
	E Ch		11	31.	47.	41.182	5.6536
	Sp Ed		27	30.	66.	48.846	10.015
	Simmons	L	20	37.	69.	52.700	9.1887
		H	20	31.	61.	42.158	8.2614
	State	H	20	40.	69.	56.250	8.2070
		L	20	28.	61.	42.158	10.329
	Trait	H	20	54.	69.	60.400	4.1346
		L	20	28.	40.	35.500	3.1204
	All 3	L	09	54	69	60.889	4.8591
		H	05	31	37	34.400	2.6077

Elem - Elementary
E Ch - Early Childhood
Sp Ed - Special Education

TABLE 2

PAIRED COMPARISON OF MEANS ON PERSONAL DEVELOPMENT VARIABLES, FOR EIGHT HIGH AND LOW IDENTITY-ANXIETY SUBGROUPS

PERSONAL DEVELOPMENT VARIABLES

SUBGROUPS	Simmons Identity Mean	Sig.	State Anxiety Mean	Sig.	Trait Anxiety Mean	Sig.
V81 Simmons Identity						
(1) Low	47.350		55.450		52.700	
(2) High	72.950	.0000	42.900	.0001	42.158	.0006
V91 State Anxiety						
(1) High	54.000		60.250		56.250	
(2) Low	65.950	.0002	35.300	.0000	42.158	.0000
V101 Trait Anxiety						
(1) High	55.200		56.300		60.400	
(2) Low	67.650	.0001	41.350	.0000	35.500	.0000
V200 All Three						
(1) Low ID/ High Anx	49.000		63.333		60.889	
(2) High ID Low Anx	72.600	.0000	34.000	.0000	34.400	.0000

Figure 2. Personal Development T - scores: Eight High/Low Identity-Anxiety Subgroups

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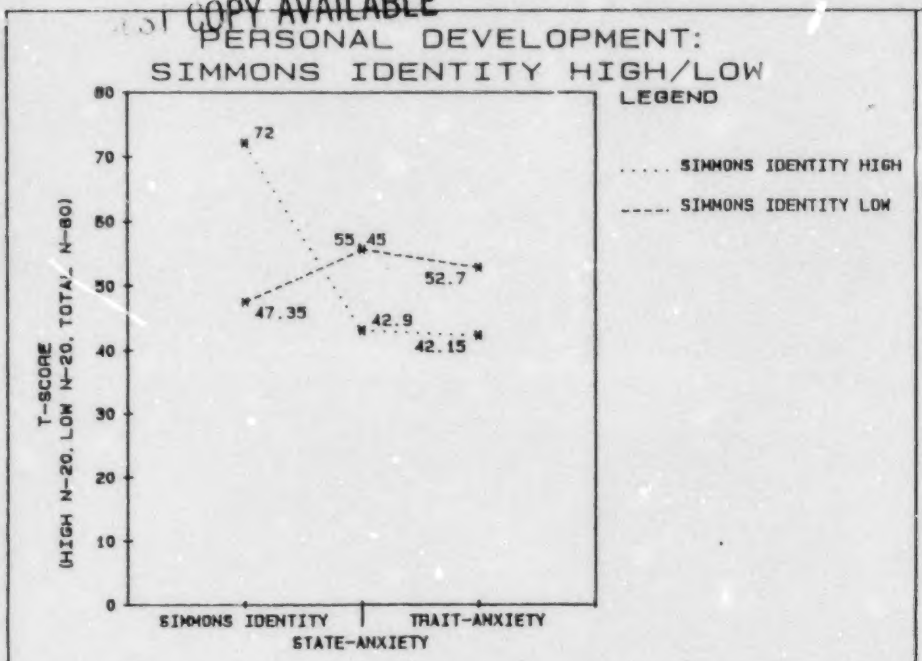

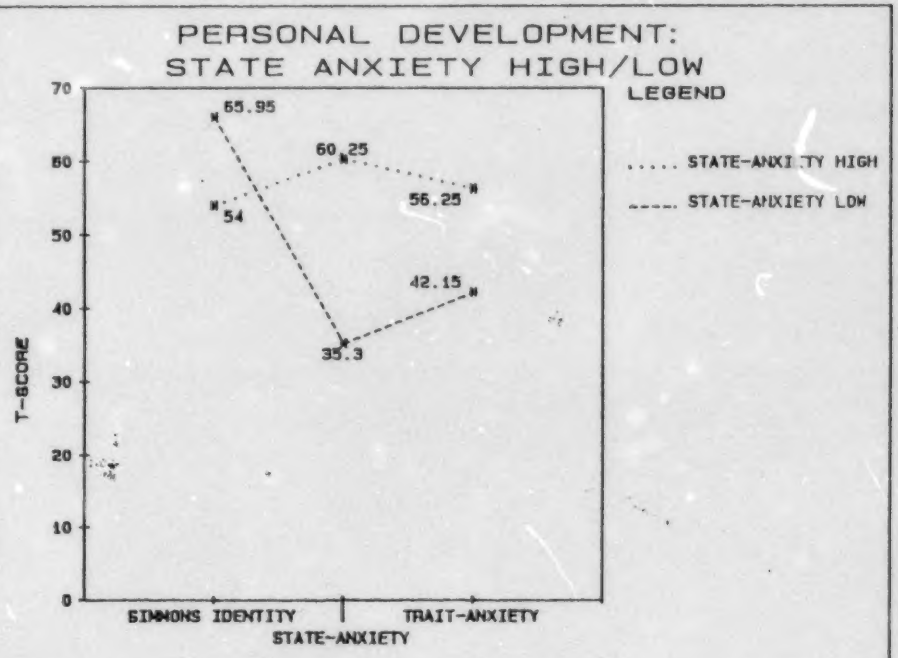

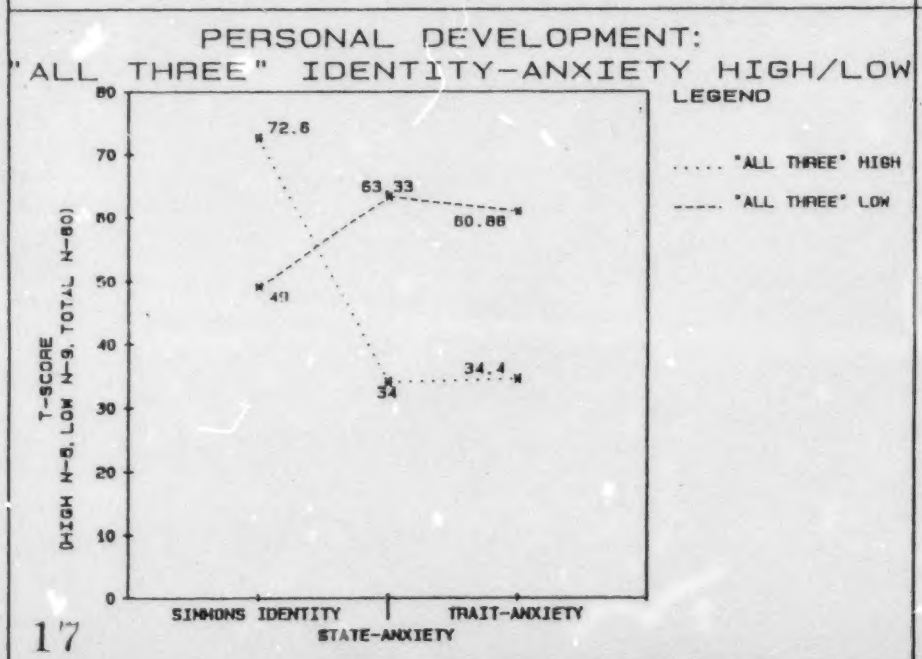

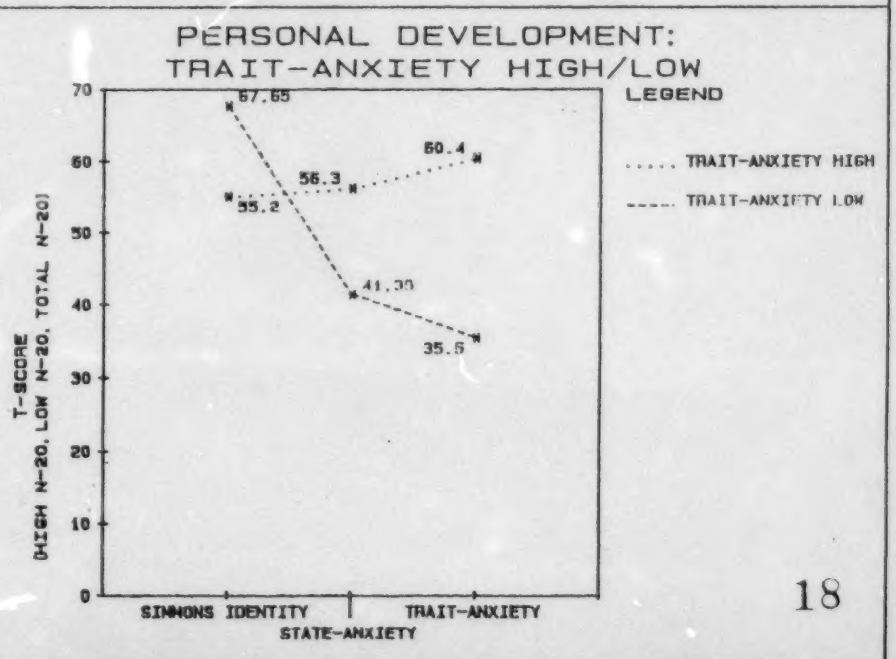

TABLE 3

PAIRED COMPARISONS OF MEANS* ON PERSONAL DEVELOPMENT VARIABLES FOR PROGRAM SUBGROUPS AND FOR STUDENT TEACHING TERMS

SUBGROUPS	SIMMONS IDENTITY		STATE ANXIETY		TRAIT ANXIETY	
	Mean	Sig.	Mean	Sig.	Mean	Sig.
Elementary	63.690					
Special Education	57.481	.01				
Early Childhood					41.182	
Special Education					48.846	.02
Fall 1983	67.615					
Winter 1984	57.550	.0563				

*For Elementary, Early Childhood and Special Education subgroup comparisons, only 2 of 9 differences were statistically significant.

For Winter 1982, Fall 1982, Winter 1983, Fall 1983 and Winter 1984 subgroup comparisons, only 1 of 30 differences approached statistical significance.

correlation with State Anxiety was less consistent: about .4 for total group and elementary subgroup, almost .6 for special education, and not statistically significant at all for early childhood. The picture for the Simmons Identity correlation with State Anxiety was less consistent: about .4 for total group and elementary subgroup, almost .6 for special education, and not statistically significant at all for early childhood. The strongest consistent correlation, as might be expected, was between the two anxieties, State with Trait: at about .6 for total group, elementary and early childhood subgroups, and .54 for special education. (See Table 4)

The only statistically significant correlations of personal development variables with instructional skill variables, however, for the total group, were between Trait Anxiety and five pre ratings: Classroom Management-Knowledge, Confidence, Demonstration in Classroom, Demonstration in other educational setting, and Total-Knowledge. There were no significant correlations for Simmons Identity or State Anxiety with any pre instructional skill variables, and no significant correlations for any of the three personal development variables with any post ratings of instructional skills. (See Table 5)

Subgroup analyses revealed statistically significant correlations between personal development variables and instructional skill variables for all three program subgroups (Elementary 6, Early Childhood 3, Special Education 4). The Elementary subgroup differed from the other two program subgroups in that their correlations were all with post ratings and were for the Knowledge and Confidence dimensions, whereas the Early Childhood and Special Education subgroups' significant correlations

TABLE 4

INTERCORRELATIONS* OF PERSONAL DEVELOPMENT VARIABLES FOR TOTAL GROUP AND THREE PROGRAM SUBGROUPS

TOTAL GROUP (N=80)	Simmons	State
Simmons Identity		
State Anxiety	-.4323	
Trait Anxiety	-.4190	.6052
ELEMENTARY (N=42)		
Simmons Identity		
State Anxiety	-.3610	
Trait Anxiety	-.3907	.6315
EARLY CHILDHOOD (N=11)		
Simmons Identity		
State Anxiety		
Trait Anxiety	-.6895	.6064
SPECIAL EDUCATION (N=27)		
Simmons Identity		
State Anxiety	-.5918	
Trait Anxiety	-.4526	.5414

*All cited correlations are statistically significant.
Total Group (N-80): .2227/.05, .2900/.01
Elementary (N-42): .3081/.05, .3978/.01
Early Childhood (N-11): .6021/.05, .7348/.01
Special Education (N-27): .3882/.05, .4958/.01

TABLE 5

INTERCORRELATION* OF PERSONAL DEVELOPMENT VARIABLES WITH
INSTRUCTIONAL SKILL VARIABLES FOR TOTAL GROUP, AND FOR THREE PROGRAM SUBGROUPS

		INSTRUCTIONAL SKILLS VARIABLES**			
Group	P.D. VAR	Demonstration (Out-Classroom)	Demonstration (In-Classroom)	Knowledge	Confidence
Total (N=80)	Simmons Identity				
	State Anxiety				
	Trait Anxiety	-.2404 (CMDV1)	-.2255 (CMDX1)	.3483 (CMK1) -.2871 (TOTK1)	-.2744 (CMC1)
Elementary (N=42)	Simmons Identity				.3168 (EVC2)
	State Anxiety			-.3094 (MEK2) -.3143 (TOTK2)	-.3459 (MEC2) -.3335 (TOTC2)
	Trait Anxiety		-.3367 (CMDX2)		
Early Childhood (N=11)	Simmons Identity		.7011 (MEDX1) .7067 (TOTDX1)		
	State Anxiety				
	Trait Anxiety				
Special Education (N=27)	Simmons Identity				
	State Anxiety		.4017 (EVDX1)		
	Trait Anxiety	-.5524 (CMDV1) -.4436 (TOTDV1)		-.4418 (CMK1)	

*All cited correlations are statistically significant

Total Gp (N-80):	.2227/.05	.2900/.01
Elementary (N-42):	.3081	.3978
Early Childhood (N=11):	.6021	.7348
Special Education (N=27):	.3882	.4958

CM - Classroom Management
ME - Methods
EV - Evaluation
TOT - Total
1 - Pre
2 - Post

tended to be in demonstration and in pre ratings. These findings bear further study before a reliable interpretation can be made. (See Table 5)

Multiple correlations for the total group were run with all possible combinations of the three personal development variables to determine if they would produce additional or stronger correlations with instructional skill variables. To the contrary, multiple correlations were statistically significant only when Trait Anxiety was in the combination, and these correlations were fewer in number and smaller in size than those produced by Trait Anxiety as a single variable for the total group. As was the case with the single correlations, Classroom Management accounted for the majority of significant multiple correlations (3 Knowledge, 1 Confidence). Total-Knowledge accounted for the other three; all seven were pre ratings. (See Table 6)

Conclusion. There are relationships between the personal development variables and the instructional skill variables, but the relationships are not consistent across the total group and all program subgroups. For the total group, the clear trend was that trait anxiety is related to classroom management pre ratings on all four dimensions: Knowledge, Confidence, Demonstration in the classroom and Demonstration in another educational setting. For program subgroups the only evident trend was in the elementary subgroup's six correlations of personal development variables with post ratings of instructional skills.

Growth in Instructional Skills. When means for pre and post instructional skills were compared, all sixteen post ratings were significantly higher ($p < .0000$) for the Elementary and Special Education Subgroups. For the Early Childhood subgroup twelve instructional

TABLE 6

MULTIPLE CORRELATIONS AMONG PERSONAL DEVELOPMENT VARIABLES AND INSTRUCTIONAL SKILL VARIABLES FOR TOTAL GROUP

PERSONAL DEVELOPMENT VARIABLES	INSTRUCTIONAL SKILL VARIABLES	MULT R	R-SQR	SIG
V. 8, 9, and 10 Identity State Anxiety Trait Anxiety	V. 29 Classroom Mgt. Knowledge-Pre	.35447	.12565	.0185
	V. 37 Total Knowledge-Pre	.34955	.12218	.0212
V. 8 and 9 Identity State Anxiety	No significant multiple correlations	-	-	-
V. 8 and 10 Identity Trait Anxiety	V. 29 Classroom Mgt. Knowledge-Pre	.35304	.12464	.0068
	V. 30 Classroom Mgt. Confidence-Pre	.28801	.08295	.0389
	V. 37 Total Knowledge-Pre	.30918	.09559	.0231
V. 9 and 10 State Anxiety Trait Anxiety	V. 29 Classroom Mgt. Knowledge-Pre	.35120	.12334	.0072
	V. 37 Total Knowledge Pre	.34230	.11717	.0093

variables were significantly higher, pre to post, with p values of .0000 in five instances, and ranging from .0001 to .0122 in the remaining seven instances. The four comparisons of Demonstration-outside-the-classroom (DV) were not significantly different, which may be explained by their having had a field experience in pre-schools, as well as in a public school kindergarten. (See Table 7)

Covariance analysis of post ratings on instructional skill variables revealed that the mean changes pre to post were similar, that is, there were no significant differences between post ratings of the various program subgroups when means were adjusted for differences on the pre ratings (covariate).

Research Question 3: Which students have extreme ratings (high/low) of identity and anxiety and how are these related to their self-ratings on instructional skill variables?

Findings. In paired comparisons of means on instructional skill variables, for the eight high and low identity-anxiety subgroups, the rather dramatic finding was that seven of the eight statistically significant differences found were between the Trait Anxiety high and low subgroups. The seven instructional variables involved were: Classroom Management-Knowledge, Confidence and Demonstration (all pre), Total-Knowledge (pre), Methods-Knowledge and Confidence (post), and Total-Confidence (post). In the one exception to this trend, the All Three high identity-low anxiety subgroup rated themselves higher in Evaluation (pre) than their low identity-high anxiety counterpart. (Table 8 and Figures 3, 4, 5)

TABLE 7

PAIRED COMPARISON OF MEANS ON PRE AND POST INSTRUCTIONAL SKILL VARIABLES FOR THREE PROGRAM SUBGROUPS*

VARIABLE		PROGRAM SUBGROUPS					
		ELEMENTARY (N=42)		EARLY CHILDHOOD (N=11)		SPECIAL EDUCATION (N=27)	
		Mean	Sig.	Mean	Sig.	Mean	Sig.
DEM BEYOND CLASSROOM (DV)							
EVAL	DV 1**	14.690		17.182		23.889	
	2	2.9286	.0000	5.000	NS	2.4815	.0000
METH	DV 1	13.976		27.273		26.185	
	2	4.1667	.0009	12.091	NS	3.2963	.0000
CM	DV 1	26.238		27.273		40.407	
	2	.66667	.0000	7.1818	NS	.77778	.0000
TOTAL	DV 1	19.000		23.909		29.778	
	2	3.2619	.0000	8.1818	NS	3.1852	.0000
DEM IN CLASSROOM (DX)							
EVAL	DX 1	3.9762		30.909		7.6296	
	2	84.262	.0000	79.273	.0005	76.074	.0000
METH	DX 1	4.6667		25.727		7.4074	
	2	83.119	.0000	82.273	.0003	77.000	.0000
CM	DX 1	6.6190		55.909		10.074	
	2	96.452	.0000	90.273	.0122	89.963	.0000
TOTAL	DX 1	4.8810		31.273		8.3333	
	2	84.071	.0000	82.636	.0000	78.704	.0000
KNOWLEDGE (K)							
EVAL	K 1	1.2548		1.6273		1.2778	
	2	3.7136	.0000	3.8182	.0000	3.2370	.0000
METH	K 1	1.5712		2.1545		1.6630	
	2	4.0714	.0000	4.0818	.0002	3.5926	.0000
CM	K 1	2.2271		2.9509		2.4781	
	2	4.4798	.0000	4.2936	.0024	4.0478	.0000
TOTAL	K 1	1.5871		2.4309		1.8930	
	2	4.1624	.0000	4.1309	.0001	3.6978	.0000
CONFIDENCE (C)							
EVAL	C 1	1.6990		1.5273		1.3185	
	2	3.6990	.0000	4.0455	.0000	3.2593	.0000
METH	C 1	1.9612		1.9345		1.7222	
	2	4.1048	.0000	4.2818	.0000	3.5667	.0000
CM	C 1	2.6317		2.7964		2.5437	
	2	4.4252	.0000	4.3636	.0001	4.0648	.0000
TOTAL	C 1	2.0869		2.3809		1.9811	
	2	4.1521	.0000	4.2164	.0000	3.7496	.0000

*Paired comparisons for the total group (N-80) which revealed significant differences ($p < .0000$) for all 32 instructional skill variables confirmed similar findings in earlier research studies.

**1-pre, 2-post

K and C ratings are on a 5 point scale; DV, DX are percents.

TABLE 8

PAIRED COMPARISON OF MEANS ON INSTRUCTIONAL SKILL VARIABLES FOR EIGHT IDENTITY-ANXIETY SUBGROUPS

VARIABLES	SUBGROUPS MEANS AND SIGNIFICANCE LEVELS					
	Trait Anxiety			All Three		
	(1) High	(2) Low		(1) Low ID/High Anx	(2) High ID/Low Anx	
25. Methods-Knowledge (post)	3.9150	4.2650	.0185			
26. Methods-Confidence (post)	3.9000	4.2700	.0156			
28. Classroom Management-Demonstration* (pre)	4.3000	22.100	.0454			
29. Classroom Management-Knowledge (pre)	1.9180	2.8310	.0007			
30. Classroom Management-Confidence (pre)	2.2105	2.8875	.0198			
37. Total Knowledge (pre)	1.4960	2.0540	.0113			
42. Total Confidence (post)	3.9355	4.2355	.0326			
14. Evaluation-Confidence (pre)				1.5778	1.1400	.0372

*Demonstration is expressed as a percent
Instructional Skills are self-ratings, 5-point scale.

Figure 3. Instructional Skills-Confidence Ratings: Eight High/Low Identity-Anxiety Subgroups

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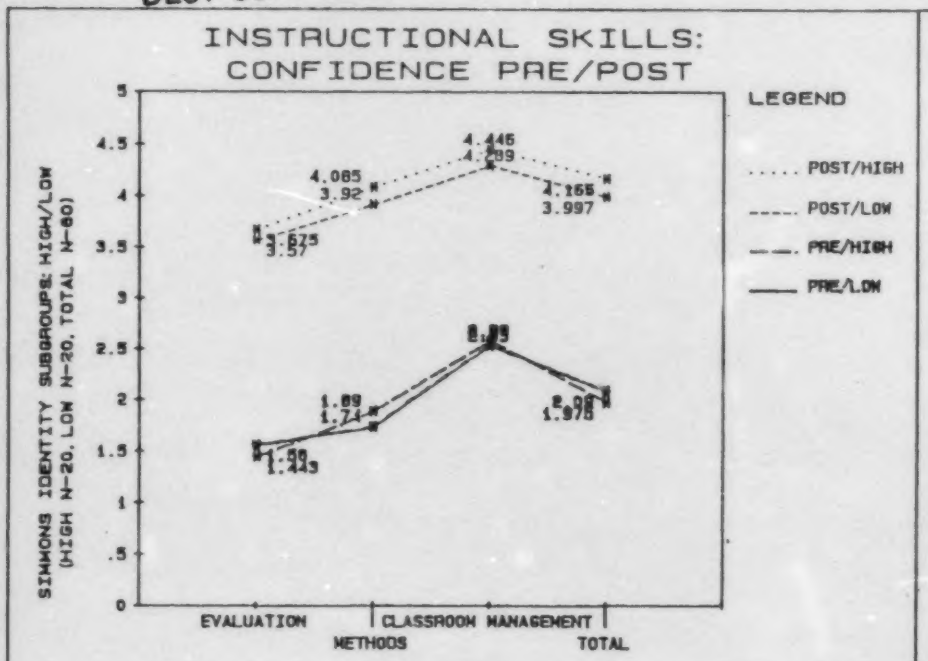

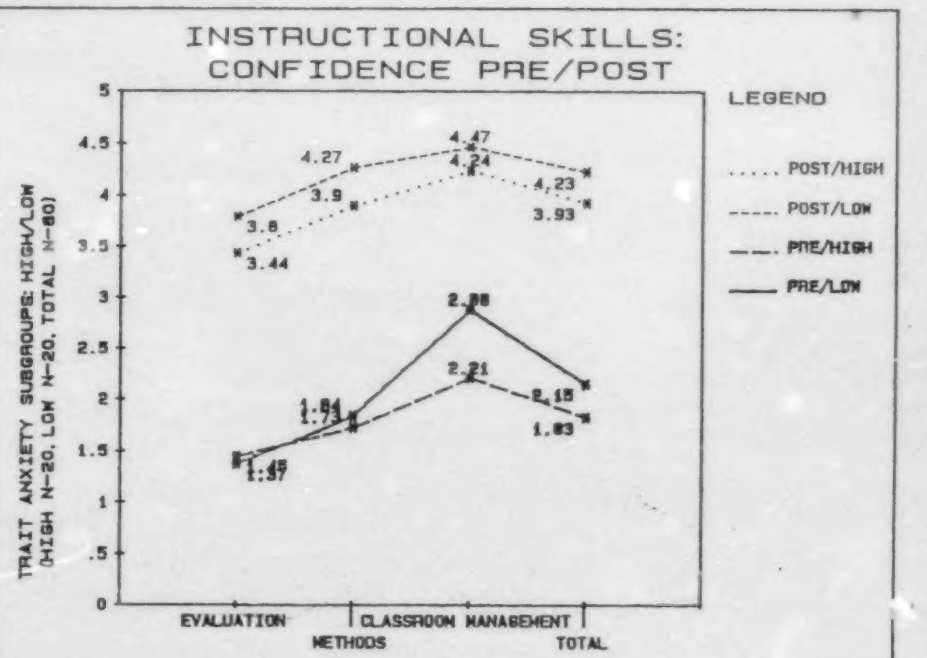

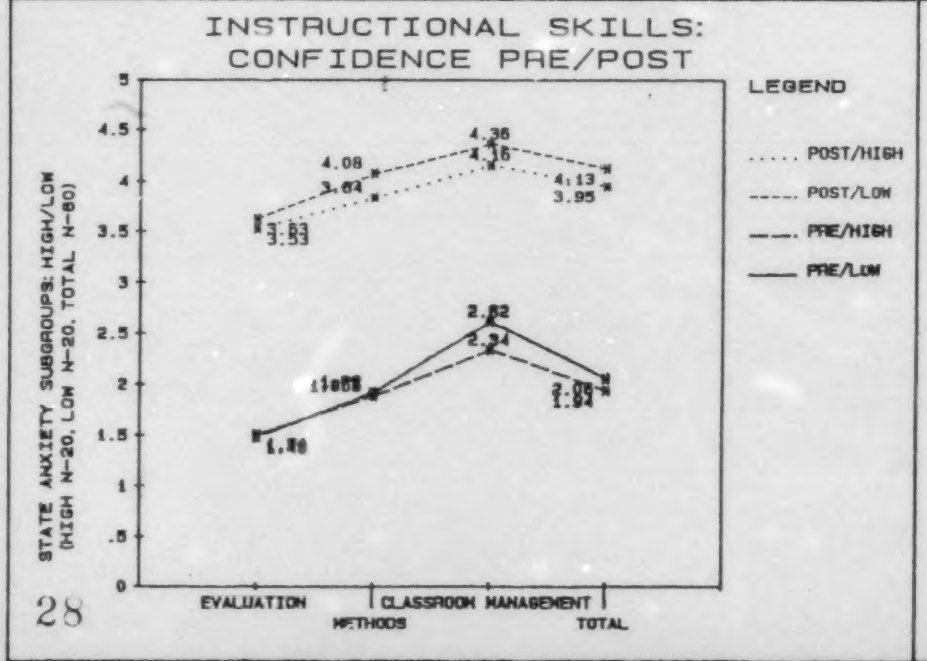

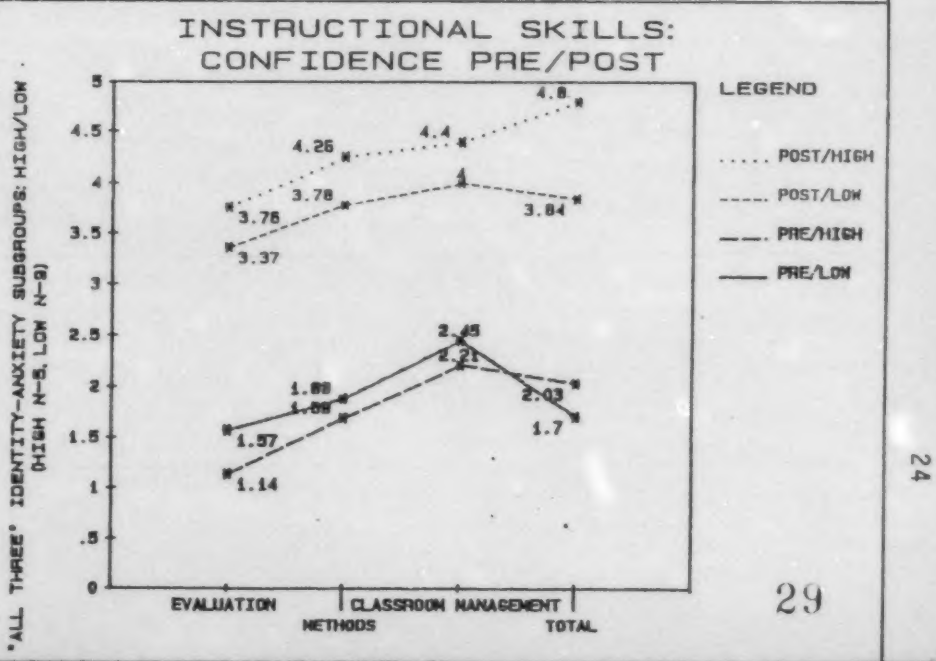

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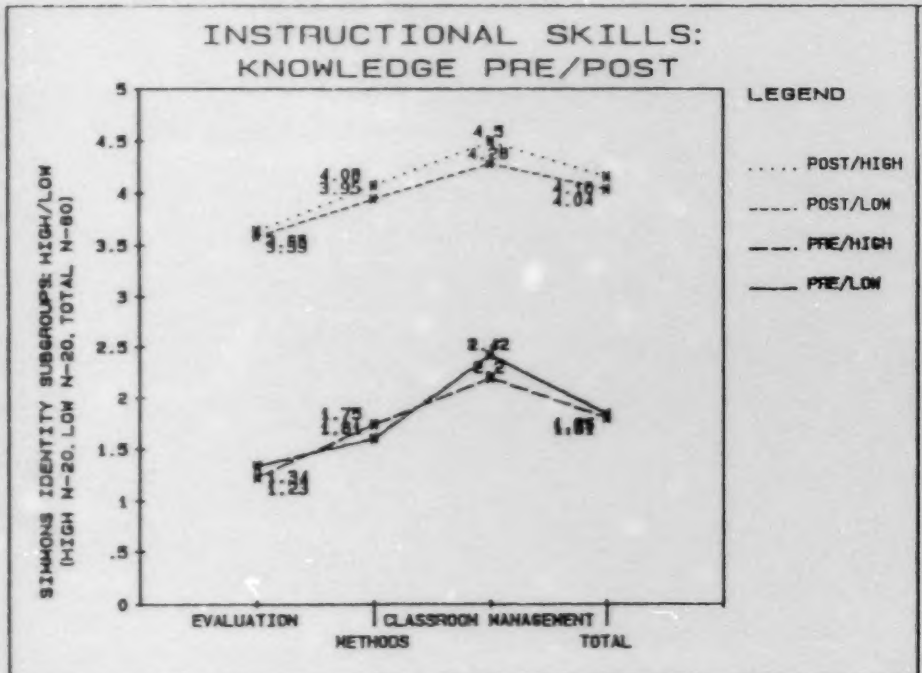
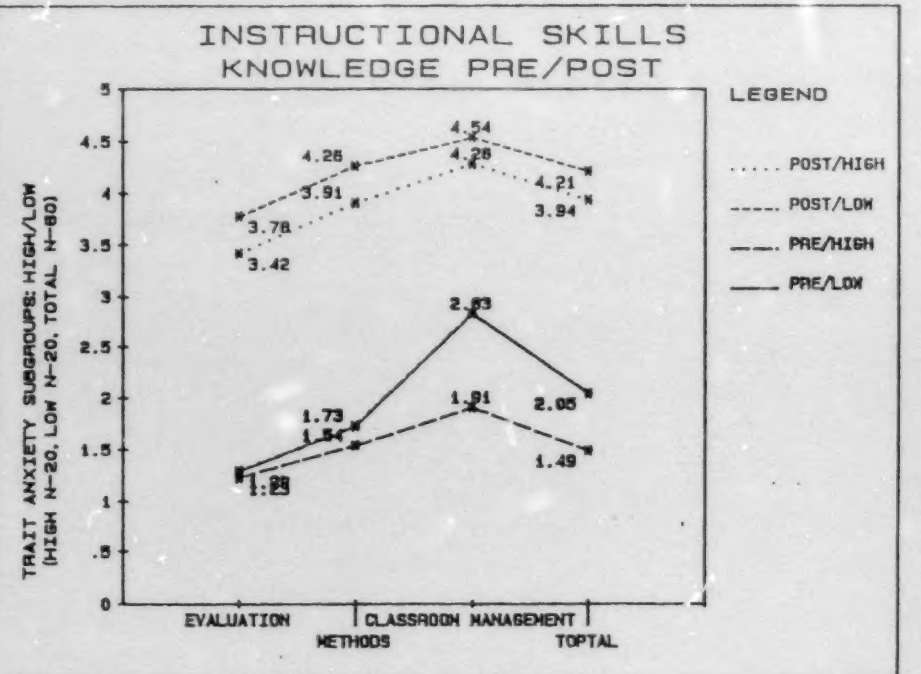
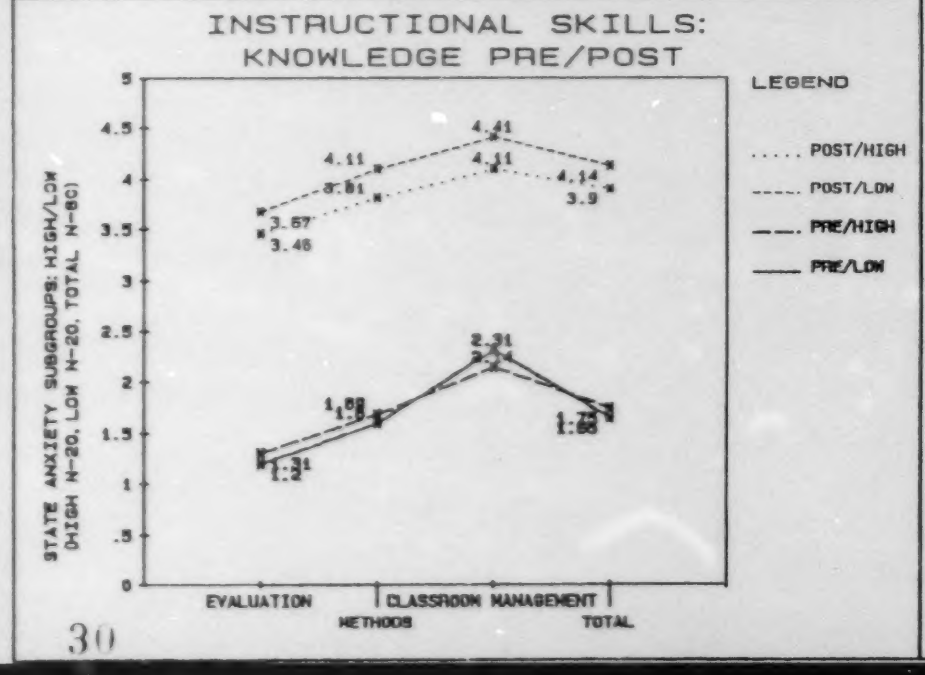
Figure 4. Instructional Skills-Knowledge Ratings: Eight High/Low Identity-Anxiety Subgroups







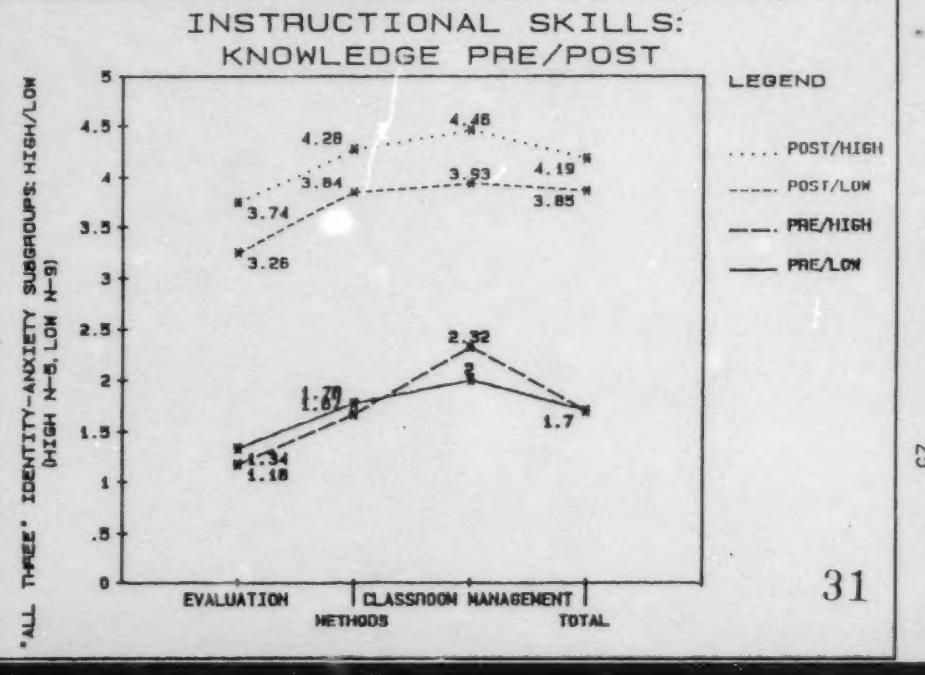


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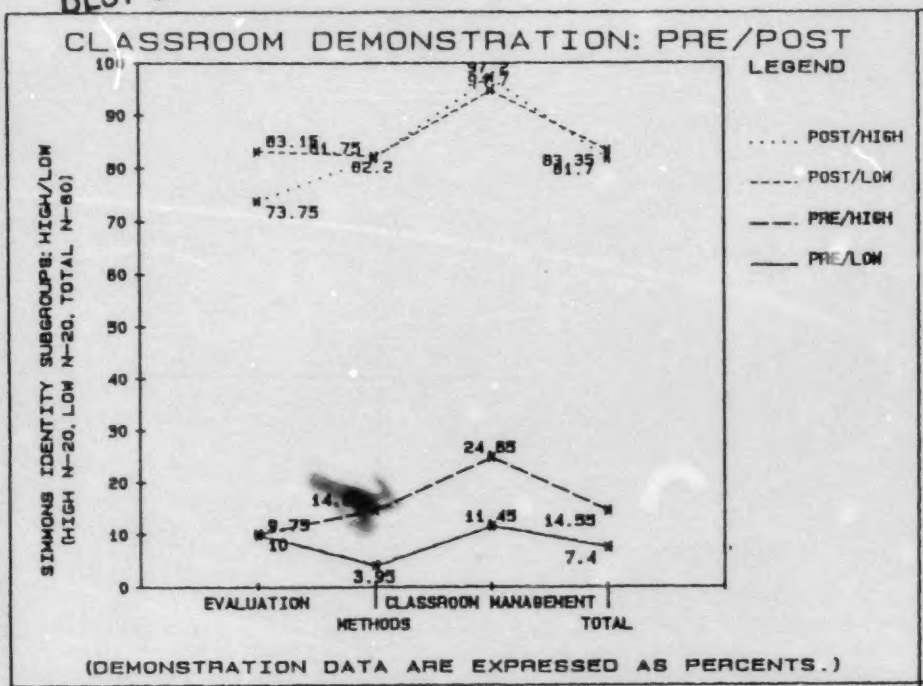
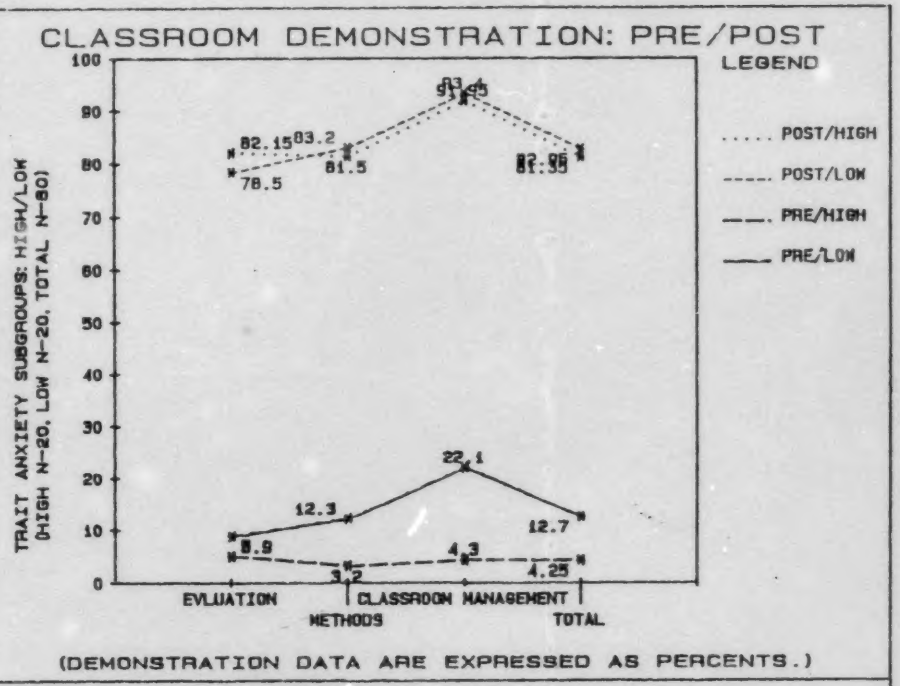
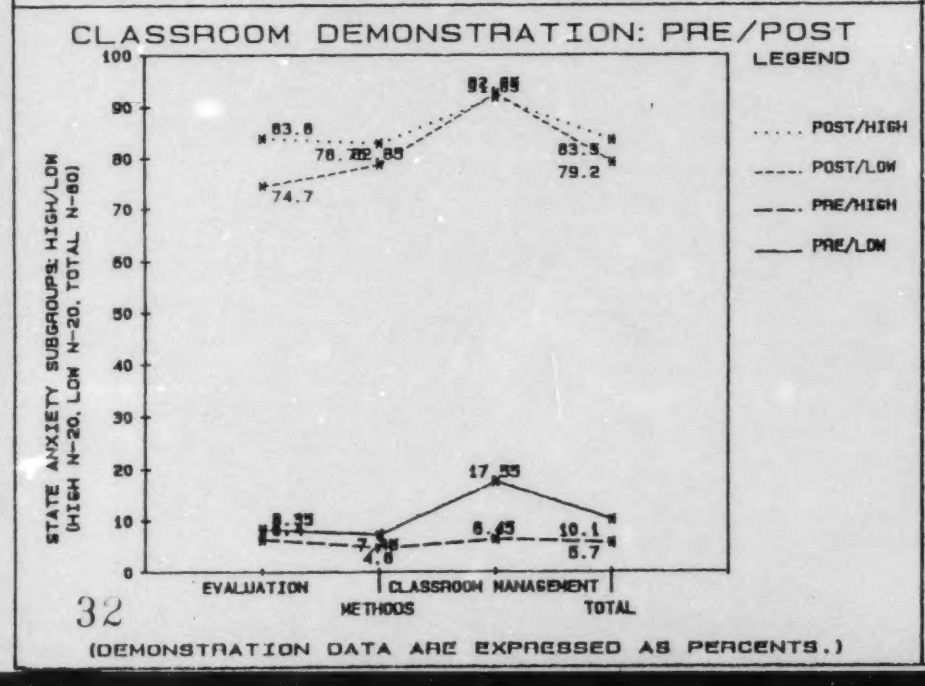
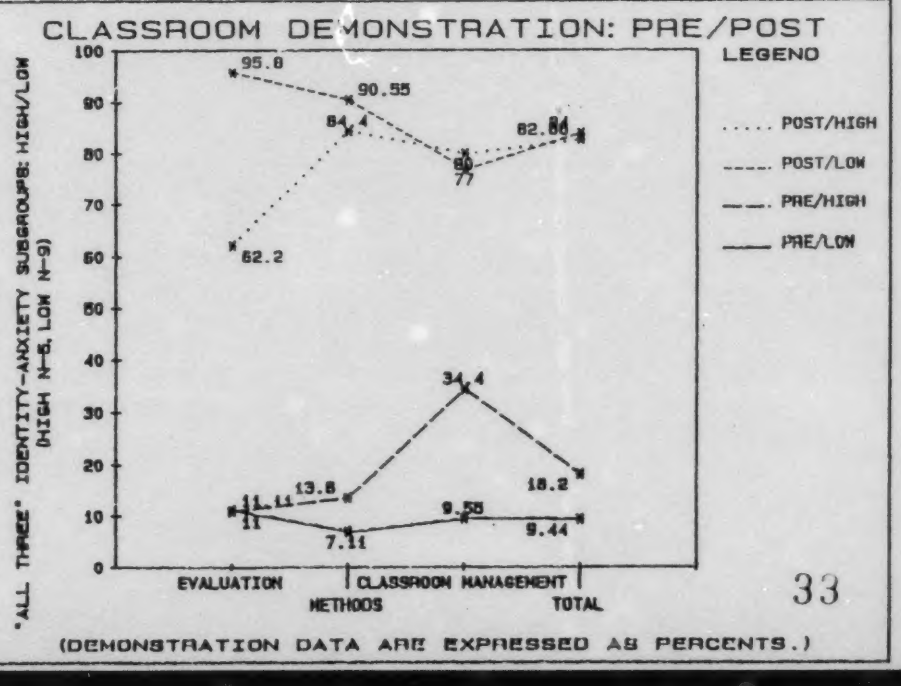
Figure 5. Instructional Skills-Classroom Demonstration Ratings: Eight High/Low Identity-Anxiety Subgroups









In Profile Analysis, again the only statistically significant differences were revealed between the Trait Anxiety high and low subgroups whose profiles for eight pre and post instructional skills-Confidence ratings were parallel, but whose variable means and strata (the high and low subgroups themselves) were different. The low Trait Anxiety subgroup rated themselves higher in Knowledge and Confidence dimensions of instructional skills than the high Trait Anxiety subgroup consistently, in 15 of 16 such comparisons. Seven of these differences were statistically significant. (See Table 9 and Figures 6 and 7)

Conclusion. Extreme ratings of Trait Anxiety are significantly related to ratings of instructional skill; this is an inverse relationship. However, extreme ratings of Identity or State Anxiety appear not to be clearly related to instructional skill ratings.

Individual Student Profiles

Four students, two with high identity and low anxiety scores and two with low identity and high anxiety scores were followed by interviews with student teaching supervisors and reviews of performance evaluation records. This information was considered in five areas:

a) relationships with children, co-workers and other adults
b) demonstration of understanding child behavior and teaching practices
c) behaviors in classroom management
d) motivation to work in education and
e) a follow up of employment one year after graduation

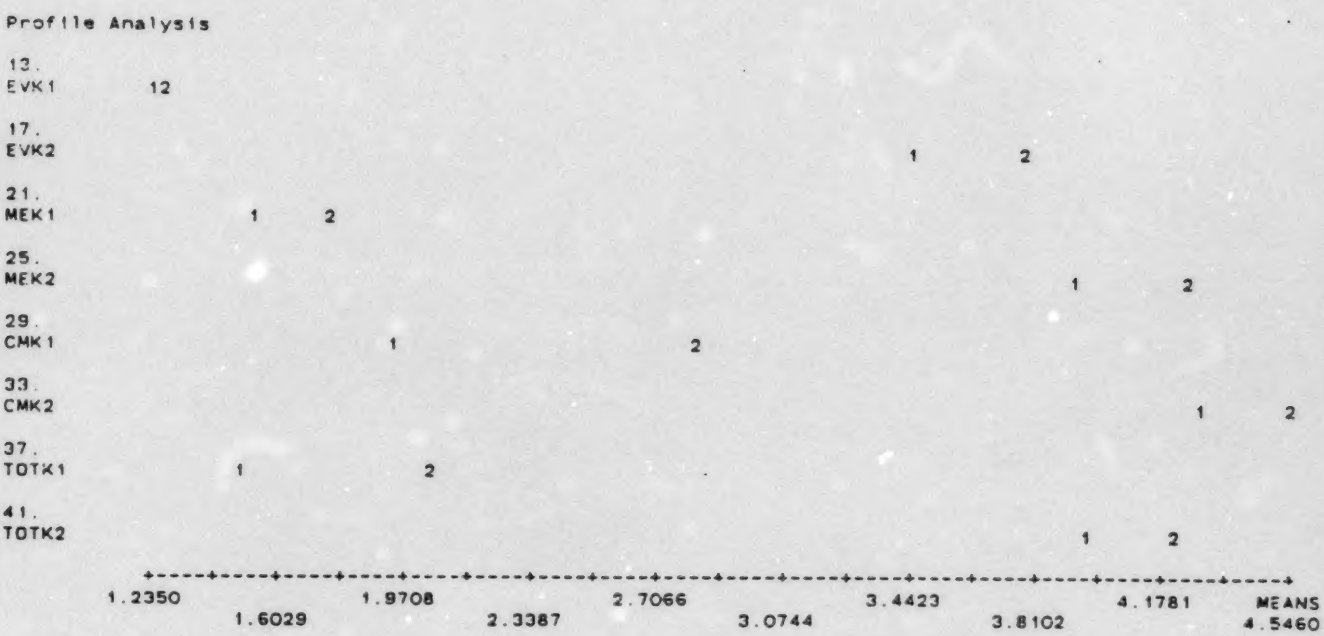
TABLE 9

PROFILE ANALYSIS OF INSTRUCTIONAL SKILL VARIABLES FOR PROGRAM AND IDENTITY-ANXIETY SUBGROUPS

SUBGROUPS	VAR*	HYPOTHESES**/Significance Levels H-1	H-2	H-3
1. Program (Elementary, Early Childhood, Special Ed.)	Knowledge 4 pre 4 post	.0367	.0000	.02
2. Program	Confidence 4 pre 4 post	.0370	.0000	.0207
3. Program	Demonstration 4 pre 4 post	.0000	.0000	.0002
4. Trait Anxiety (High-Low)	Knowledge 4 pre 4 post	.0127	.0000	.0041
5. Trait Anxiety (High-Low)	Confidence 4 pre 4 post	.1316(NS)	.0000	.0339
6. Simmons Identity (High-Low)	Knowledge 4 pre 4 post	.0404	.0000	.4797(NS)

*The four instructional skill areas are evaluation, methods, classroom management and total.

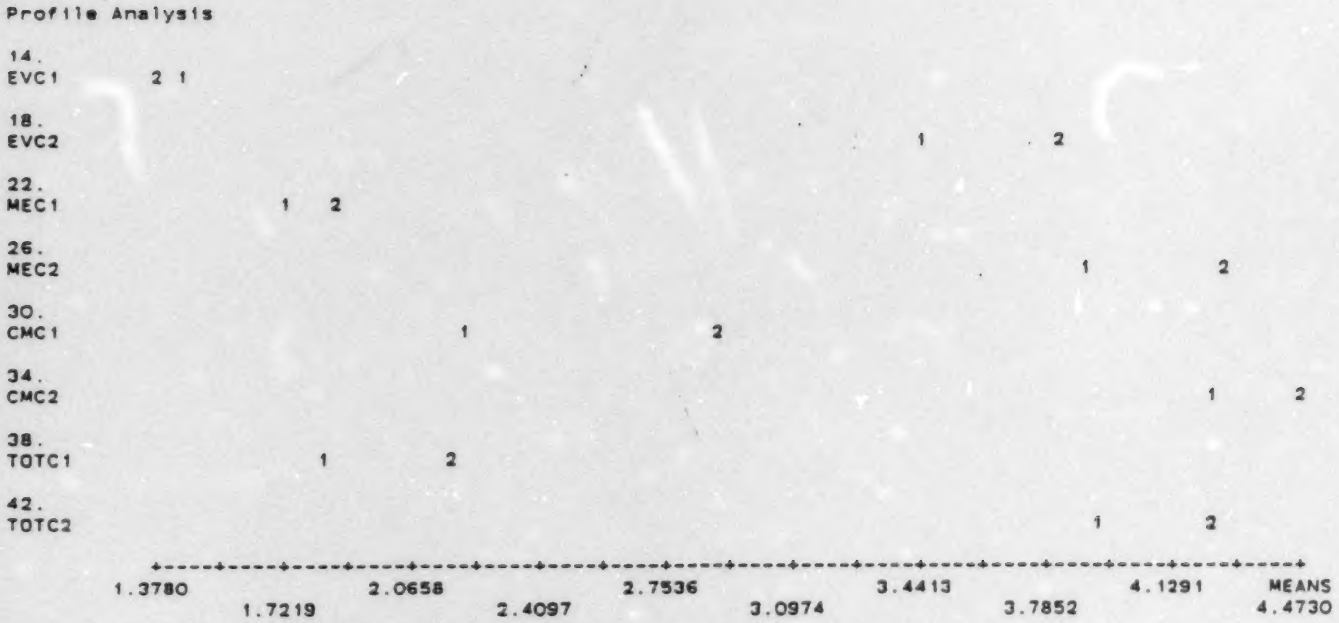
**H-1 Parallelism of profiles
H-2 Equality of variable means
H-3 Equality of strata (subgroups)



TESTS FOR:	T-SQUARE	F-STAT	DF	SIGNIF
PARALLELISM OF PROFILES	25.876	3.1129	7, 32	.0127
EQUALITY OF VARIABLE MEANS	1783.3	214.53	7, 32	.0000
NO HLTRAIT DIFFERENCES		9.3148	1, 38	.0041

Figure 6. Profile Analysis of Pre and Post Instructional Skills (Knowledge) For High and Low Trait Anxiety Subgroups

Profile Analysis



HLTRAIT	(1)	(2)
SYMBOL	"1"	"2"
N	20	20

TESTS FOR:	T-SQUARE	F-STAT	DF	SIGNIF
PARALLELISM OF PROFILES	14.579	1.7539	7, 32	.1316
EQUALITY OF VARIABLE MEANS	998.76	120.15	7, 32	.0000
NO HLTRAIT DIFFERENCES		4.8447	1, 38	.0339

Figure 7. Profile Analysis of Pre and Post Instructional Skills (Confidence) For High and Low Trait Anxiety Subgroups

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Case I-A. (high identity/low anxiety) All who worked with this student described her as understanding the behaviors of children and accepting of them. Also, she was mature and consistent in relationships with children. With adults she was able to assume a learning/teaching role adjusting to others' way of working, but, with skills and creative ideas of her own. She was respected and well liked by other staff and more than once parents commented on their trust of her and favorable impression.

She understood and correctly interpreted the behavior and development of children and was able to use these understandings to plan appropriately. She took initiative to plan and carry through activities. She showed solid understanding of learning, used this for curriculum planning.

In the first practicum she was mature and consistent, taking responsibility for disciplining groups and individuals with firmness and kindness. Even with agressive children she learned to set limits, be firm, and follow through. More than most students she was comfortable in the "role" of teacher which she balanced with warmth, respect and a sense of humor.

Descriptions of her included the words, "reliable", "dependable" and "confident of her own abilities"; also "kind", "fun loving" and "a pleasure to have as a helper". She was hardworking and creative. She developed and grew into what all predict will be a superior teacher. The personal qualities of warmth, creativity and personal security make her most appropriate as a teacher of young children.

She was comfortable as a teacher, and enthusiastic with unusual commitment to teaching.

Two years after graduation finds her a teacher of eighth grade science at a private school. During summers she has worked with high school students in a city youth corps. And, she is enrolled part time in a master's degree program in school administration.

Case II-B. (high identity/low anxiety) This student came to education having considerable experience with children; she had done tutoring, had been a camp counselor and assisted in summer programs. She was motivated and directed on arrival. At entry to the program she wrote "as a person who works well with others, who basically is creative I chose education in order to apply those skills and to receive personal reward in return." She was described as reserved and formal early in the program, but enthusiastic, responsive, self-confident and stable. The student teaching supervisor states, "She was a beautifully attired young lady who gave a sense of class to our room and she was one of the most articulate students also with a good subject matter background I have known."

Her dealings with adults were formal and "proper" in the beginning, but became relaxed, warm and cooperative. With children she was mature, had high expectations for behavior and shared information with them in an exciting way. She usually was undaunted with large groups of children and equally effective with small groups or individuals. At one time she had management problems with a few "acting out" girls; with support she worked through the conflict. She was secure in her ability to handle situations; she was unusually able not to take confrontations personally.

From first contact she expressed that she would seek work in religious rather than public education. She shared this ambition with

supervisors and in an interview at graduation. She anticipated working for a few years in religious education and then moving to a leadership role in religious school.

And, she will do this; she is right on schedule. Currently she is in the second year as teacher (fifth grade) in a religious school. Her confidence and positive personal and intellectual qualities will help her succeed in whatever she chooses.

Case III-C. (low identity/high anxiety) This student, a man who came to the certification program with a Bachelor's degree was older than others when he entered the program. He also was more mature socially. He was particularly interested in children of different social and cultural values and in social issues and philosophy. He became well known by children and teachers in the school where he did student teaching and was a lunchroom supervisor.

Strengths he brought to teaching were: a strong understanding of theory and development which he used on a personal level; enthusiasm in presenting innovative experiences and genuine concern for the problems of children. Also, a clear sense of direction and committment to children and the classroom where he was placed.

Problems he had centered about classroom management, especially of groups and organizational skills with planning and materials. Early in teaching he lacked confidence and firmness with acting out children. He was especially skilled at counseling individual children and treating causes rather than outcome of behavior. He worked intuitively, usually with good results, but lack of or poor planning often was evident.

Supervisors who worked with him all report that he made many contacts with them for guidance or support; this faded as he became more confident. It was apparent to all who knew him that he probably would not seek a teaching position. This was not because of lack of interest in his teaching, but because of stronger interest in other professions. He maintained strong interest in law and in its relation to education. He appeared to profit from teaching as a way to understand social, philosophical issues and children. He displayed some evidence of being a professional student searching for a professional place. A follow up one year after completion of certification finds him enrolled in The Law School at the University.

Case IV-D. (low identity/high anxiety) This student was described as a likable, relaxed, "laid back" person who was friendly and warm with children and adults. Persons who supervised her describe her not as dependent, but, lacking confidence. She was dependable, responsible and hardworking.

Her interest in handicapped children and special education helped her focus on individuals; she was better working with them and small groups rather than large groups of children. She understood and respected individual behavior.

All who worked with her report difficulties with management and working with groups. A typical comment was of her need to assume a teacher/leadership role; to recognize that she was assuming a peer (pal) rather than adult role and that she needed to show control and confidence. She had difficulties with pacing, timing and transition periods. She was advised to be more firm, enthusiastic and more willing to try new ideas.

Supervisors report that she made tremendous progress in these areas. At completion of student teaching she was more comfortable, confident and mature in relationships with children.

A major strength was her motivation to succeed and hardwork. She had skill in sharing her enthusiasm and ideas about learning with children. She brought materials to share with children which contributed to an excellent science unit. She blossomed personally and professionally during the last months of student teaching.

She was highly motivated to teach in special classrooms. Those who know her predict that she will be particularly successful in this field. She has just completed the degree program. (See Figures 8, 9, 10 and Table 10)

Summary and Discussion

In summary, the writers found that the personal development scales measured our students well; that our students varied widely on the three personal development variables of identity achievement, state anxiety, and trait anxiety, individually, between program subgroups, and even within a fairly homogeneous program such as early childhood. Personal development variables correlated consistently but moderately with each other, but the only personal development variable to correlate significantly with instructional skill was trait anxiety, and the only instructional skill to appear consistently in this relationship was classroom management.

Depth study of individual students with extreme personal development self-ratings reflected clear differences in their professional growth patterns. Students with high identity achievement and low anxieties

usually began confidently, realized early success and made great progress. Students with low identity achievement and high anxieties tended to be slow starters, lacking in confidence and the ability to control children, making progress in spurts rather than gradually, and succeeding only toward the end of student teaching.

Although many look for data which will "screen out" at entry, or "weed out" during the Teacher Education program those students who are not likely to become effective, and thus successful teachers, data from this study give no support for such practices. Nor can these data be used to predict success. They do help us to understand and counsel our students throughout the program. Students with certain profiles of personal development variables may be slower to master classroom management skills, but they do eventually master them. Some students may need more psychological support in pre-student teaching or in student teaching, but most do eventually succeed in becoming successful teachers. The data can identify such students and may suggest certain types of placement or supervision. Some students may not commit themselves to teaching as a career; these data may help to identify these students also, and could be used for alternative career counseling.

This study began with the assumption that there is a pattern of personal development and behavior which influences each student to react uniquely to experiences with the qualities s/he beings to the situation. This assumption has been validated and consequently serves as a guideline for understanding the rich diversity of candidates for certification, and for designing individualized treatment which will facilitate their ultimate success.

Figure 8. Personal Development T - scores: Four Individual Students, High/Low Identity-Anxiety

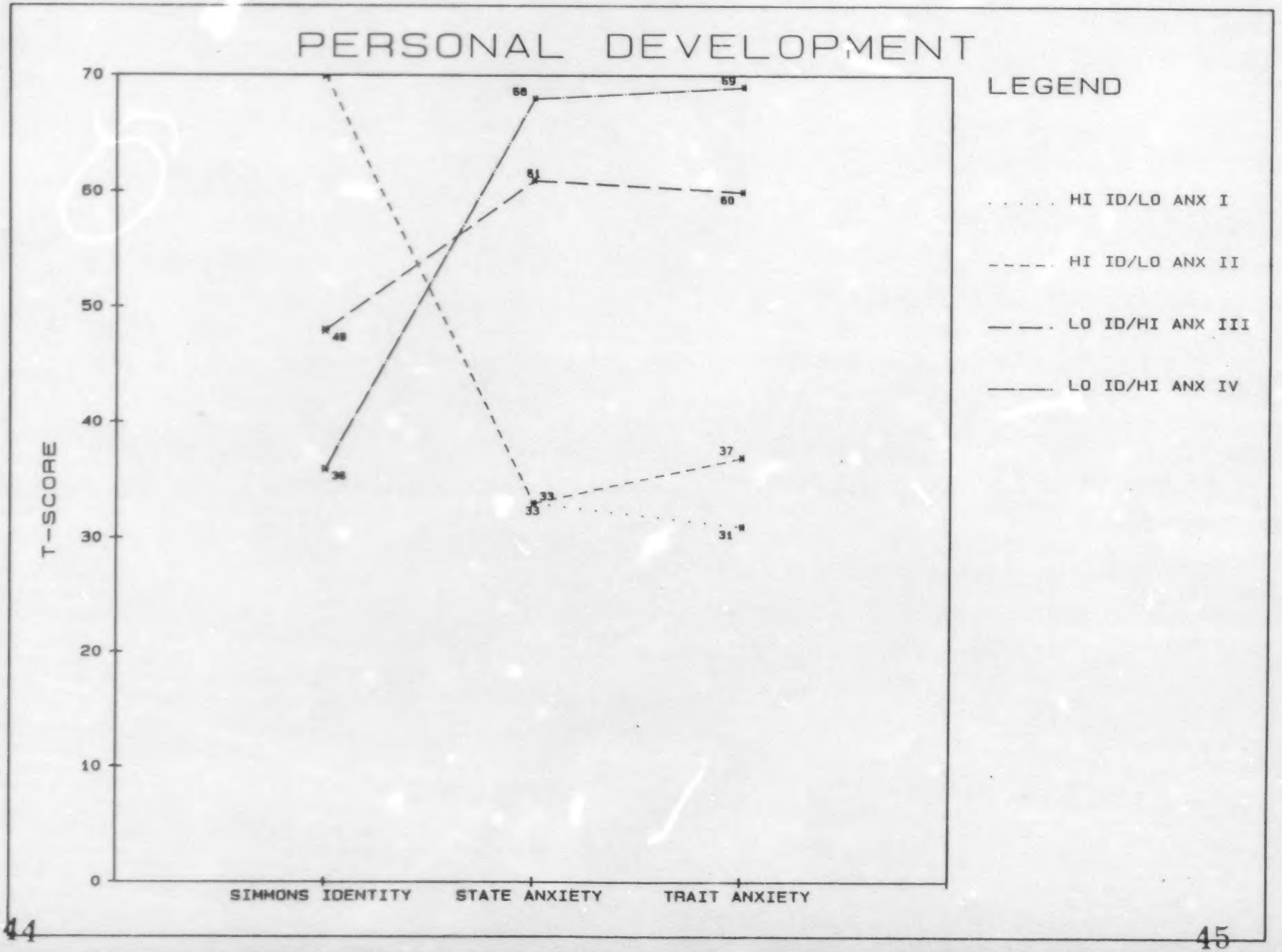
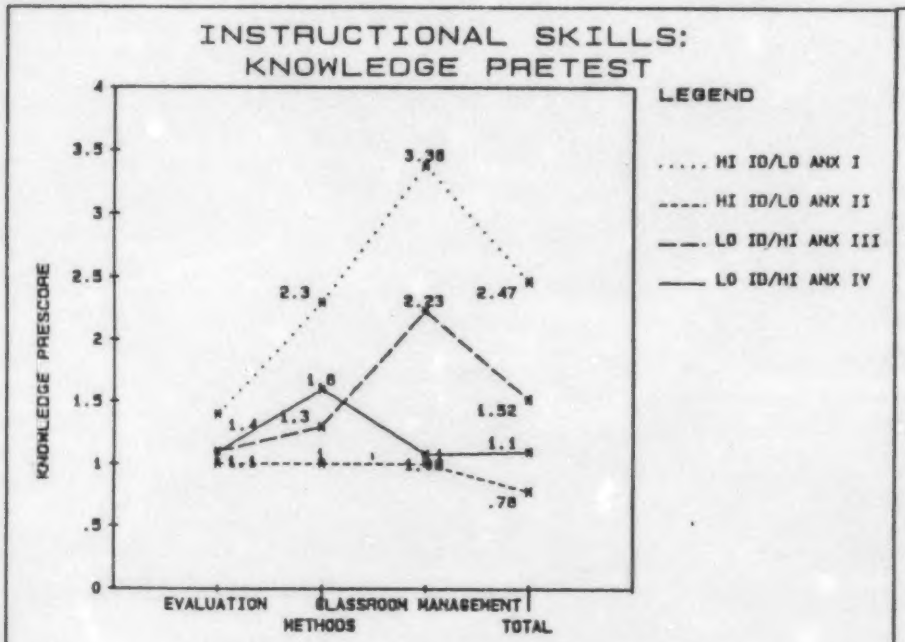
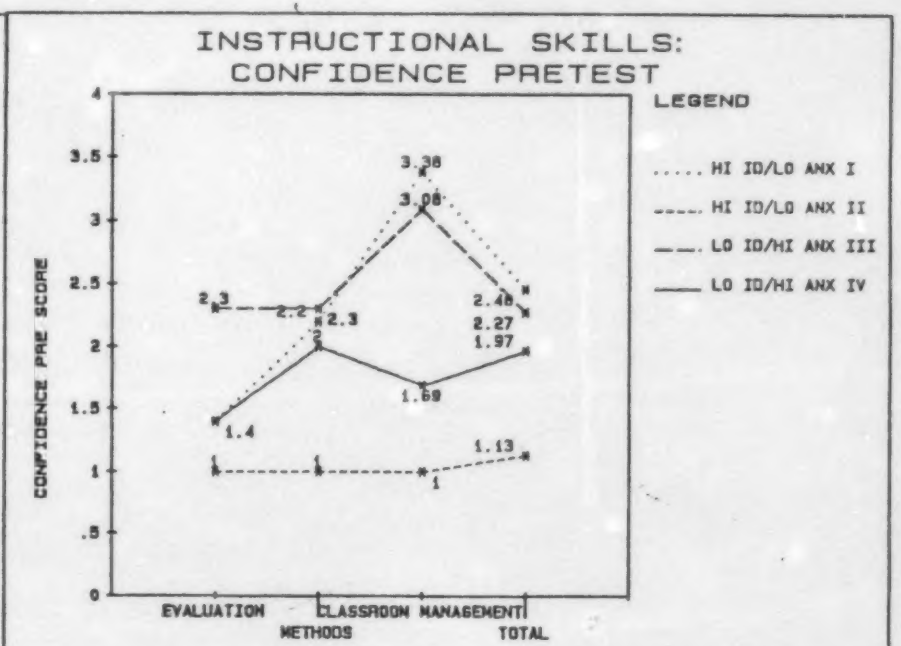
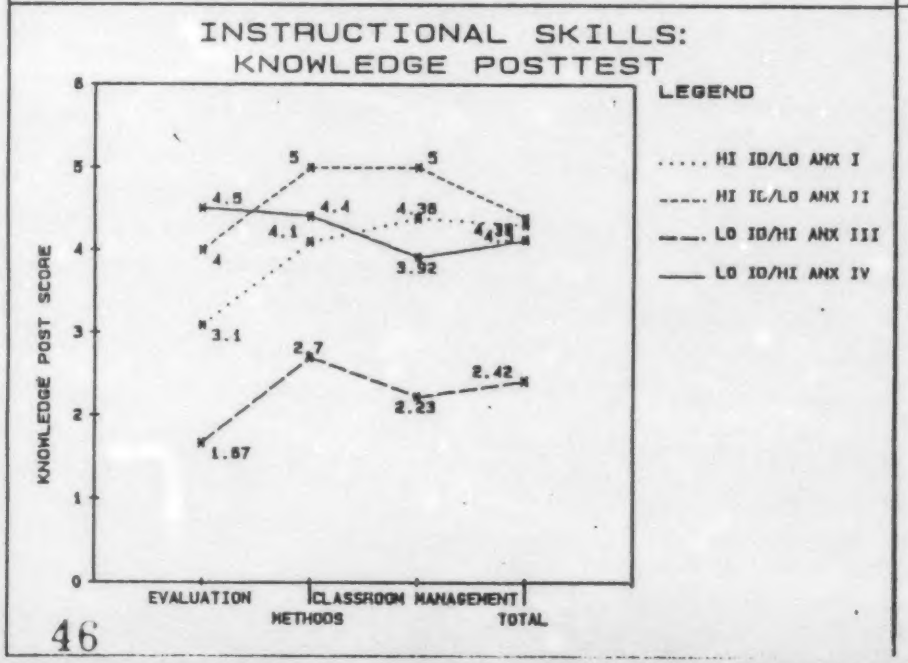


Figure 9. Instructional Skills - Confidence and Knowledge Ratings: Four Individual Students, High/Low Identity-Anxiety







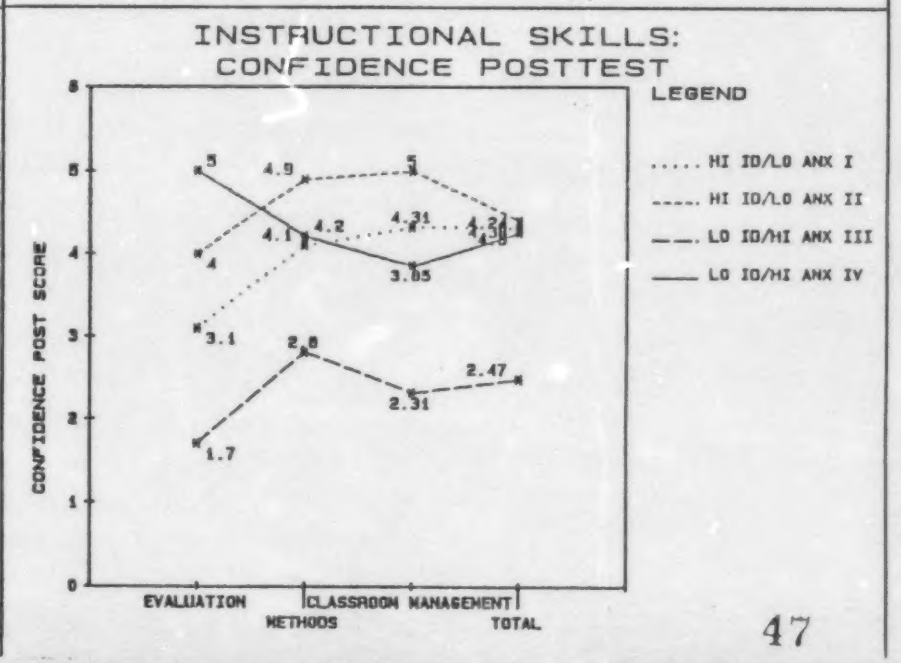


Figure 10. Instructional Skills Ratings-Selected Competencies: Four Individual Students, High/Low Identity-Anxiety

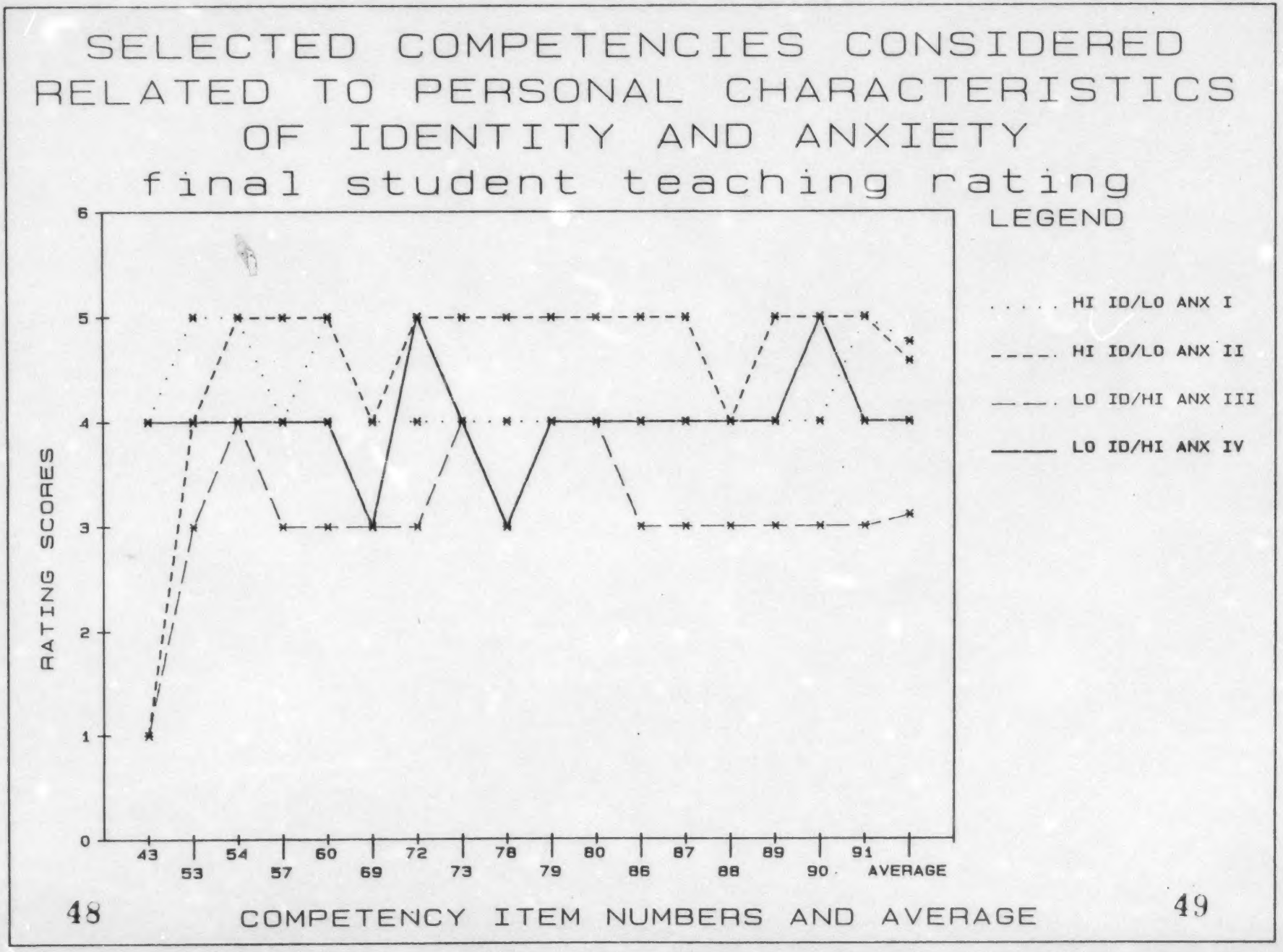


TABLE 10

Selected Competencies Considered Related to Personal Characteristics of Indentity and Anxiety.

Final Student Teaching Rating

Competency Items	HI ID / LO ANX		LO ID / HI ANX	
Rating: 1-5 Student:	I-A	II-B	III-C	IV-D
1. Conduct class meetings	4	1	1	4
2. Select and utilize methods/strategies (related to pupil developmental levels, concept/skills/attitudes to be learned).	5	4	3	4
3. Teach using discussion.	5	5	4	4
4. Teach using discovery/inquiry.	4	5	3	4
5. Teach, using individualized instruction.	5	5	3	4
6. Change strategies spontaneously when necessary/desirable.	4	4	3	3
7. Maintain a classroom atmosphere in which pupils feel comfortable.	4	5	3	5
8. Develop and maintain an effective rapport with pupils.	4	5	4	4
9. Make transitions smoothly (between (activities, lessons, physical movements, periods of time).	4	5	3	3
10. Effectively anticipate and respond to classroom management problems.	4	5	4	4
11. Determine and evaluate routines, rules, policies, standards, cooperatively with students.	4	5	4	4
12. Guide pupils in developing positive self-image.	4	5	3	4
13. Guide pupils in developing relationships with peers.	4	5	3	4
14. Guide pupils in developing relationships with adults.	4	4	3	4
15. Work to fulfill the affective,social-emotional needs of individual pupils.	4	5	3	4
16. Recognize the influence of home environment and experiential background upon the affective state and the learning of individual pupils.	4	5	3	5
17. Work cooperatively to meet affective, social-emotional needs of individual pupils.	5	5	3	4
TOTAL	71	78	53	68
AVERAGE	4.76	4.58	3.11	4.00
MEDIAN	4	5	3	4

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